

DOCUMENT RESUME

ED 225 025

CE 034 978

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TITLE Evaluating Instructional Materials. Local Leader Guide /X. Locally-Directed Evaluation Handbook. Second Edition.
INSTITUTION Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Oct 82
NOTE 28p.; For related documents, see ED 204 541 and CE 034 969-981.
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Adult Vocational Education; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Guidelines; *Instructional Materials; Leaders Guides; Postsecondary Education; Program Development; *Program Evaluation; Program Implementation; Program Improvement; *School Districts; Secondary Education; Technical Education; Vocational Education
IDENTIFIERS Illinois

ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers the evaluation of instructional materials, both print and audiovisual. The activity is presented in three parts. The first part is an inventory of instructional materials that are currently owned by the LEA. The second is an assessment of the adequacy of these materials, and the third part involves the use of results from both the inventory and assessment. The guide has been designed to aid the person who has responsibility for leading this particular activity (in this case, probably a librarian or media specialist). It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section of this guide contains supporting documents, including information handouts, example documents, and references. (KC)

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Evaluating Instructional Materials

Local Leader Guide IX

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This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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October, 1982

Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

Instructional materials are tools or aids that facilitate the instruction/learning process. They include both print and nonprint products such as textbooks, films, transparencies, laboratory manuals, filmstrips and other materials used in the instructional process. In this activity the terms instructional materials and media will be used interchangeably. As designed, a librarian or media specialist will play a key role in the completion of this activity.

This activity is presented in three parts. The first part is an inventory of instructional materials that are currently owned by the LEA. The second is an assessment of the adequacy of these materials, and the third part involves the utilization of results from both the inventory and assessment. It is important to understand that this activity is designed to be conducted over a period of time. All three parts are segments of an ongoing effort.

For example, the inventory might begin at the start of the school year and last several months. The assessment of currently owned materials may take a majority of the remaining year. The use of results and assessment should be continued in future years.

The scope of this activity, like most other LDE activities, can vary from focusing on the instructional materials of one unit of instruction to those used in the total program of the LEA. The procedures suggested in this guide are suited to an LEA-wide analysis. However, the procedures can be modified to suit the needs and scope your staff has chosen.

An excellent way to initiate this activity is to hold a meeting of staff. This might include instructional staff, librarians, curriculum specialists, media specialists, administrators, advisory committee members and any others who will be affected by the evaluation. The first responsibility of the local leader is to plan and conduct an orientation meeting.

Staff Meeting

Prior to the meeting, the local leader should review the information handouts and example documents and become thoroughly familiar with the procedures outlined in this guide.

The following outline provides a suggested format for the staff meeting.

1. Present and discuss potential purposes or reasons for evaluating instructional materials. (See Information Handout 9-1)
 - a. To determine what materials are owned by the LEA
 - b. To identify seldom used media
 - c. To identify outdated or inadequate media
 - d. To increase the use of LEA owned media
 - e. To identify voids in the media collection

- f. To aid in selection of new materials
 - g. To identify aspects of locally-developed media that need improvement
 - h. To improve the instructional process.
2. Discuss the potential methods for evaluating instructional materials. (See Information Handout 9-1)
 - a. utilization survey
 - b. expert team review
 - c. LEA committee review
 - d. measurement of student learning
 - e. student reaction form
 - f. student interview form
3. Present and briefly discuss the major tasks:
 - Phase 1: Inventory*
 - a. Select a team that has the responsibility for designing and coordinating the evaluation.
 - b. Conduct an inventory of all instructional materials within the LEA including materials possessed by individual departments and instructors in addition to centrally located materials.
 - c. Establish a central file of instructional materials containing the information gathered in the inventory.
 - Phase 2: Adequacy Assessment (See Information Handout 9-2)*
 - d. Select, develop and adapt staff review instruments for obtaining staff reactions to each of the identified instructional materials.
 - e. Complete staff review forms by asking instructional personnel to evaluate materials after they have been used.
 - f. Select, develop, and adapt a student reaction form to help gain student feedback about the effectiveness and attractiveness of instructional materials.
 - g. Administer the student reaction forms; this can be done as a part of regular classroom instruction.
 - h. Summarize the collected information from both staff review and student reaction forms. This information can provide multiple perspectives and an objective assessment of materials.
 - i. Analyze and report the summarized information. This involves the preparation of a written report of results from the inventory as well as staff and student reviews. It also involves the recording of composite evaluation findings on the central file cards.
 - Phase 3: Use of Results.*
 - j. Use the catalog file. This file can provide assistance in the selection and use of available instructional materials.
 - k. Utilize the results of the assessment for decision making. This involves making decisions about how financial resources will be expended for media and the establishment of priorities.
 - l. Utilize results in the selection of new materials. This includes specific subtasks for establishing a selection committee, obtaining alternative materials, assessing the materials, and making decisions regarding which materials should be acquired for use in the LEA.
4. Organize a team to plan and coordinate the activity and establish a schedule for subsequent meetings.

Local agencies will vary with degree to which each of the foregoing task may be completed. These are suggested as a guide which may be modified according to need and resources.

Procedure/Task Breakdown

Task A. Select a Coordinating Team.

1. Determine desired team make-up. The team should include representatives from every area to be affected by the evaluation. For example: instructional staff, students, curriculum specialists, librarians, media specialists, etc.
2. Identify potential team members. This can be accomplished by considering volunteers and obtaining suggestions from various individuals within the LEA.
3. Prepare and send an invitation letter to persons identified as potential team members. This letter might include the purpose of the evaluation, the responsibilities of the team and a first meeting time and date.

Task B. Conduct Inventory of All Instructional Materials.

This task involves the identification of all instructional materials within the LEA. This should include both centrally located materials (library, instructional media center, learning resources center, etc.) and materials held by individual departments and instructors.

1. The team should select, adapt or develop a form for inventorying materials. (See Example Document 9-1).
2. Duplicate the forms.
3. Ask librarians, media personnel, and other learning resource personnel to complete an inventory form for each of their instructional materials.
4. Ask department chairpersons to request individual staff members to complete an inventory form for each of their instructional materials.
5. The team should keep a record of all who have returned completed inventory forms. Nonrespondents may need to be sent a reminder note.

Task C. Establish a Central Catalog File for Instructional Materials.

1. Summarize inventory forms and place information on cards. (Example Document 9-2)
2. Place catalog cards in a file and locate the file in an easily accessible place within the LEA (library, learning resource center, etc.).
3. The way in which you organize and index this file will be dictated by your LEA's structure. You may wish to catalog by department, by instructional topic or by type of materials or media, etc.
4. A current trend in instructional resource management involves the cataloging of both print and nonprint materials in the same file. If you choose this routine, you may wish to incorporate media cards in your regular library card catalog.

At a later time in this activity, information obtained from the assessment of media adequacy will be recorded on the reverse side of catalog cards (Task I).

Task D. Select, Develop or Adapt Staff Review Instruments.

Instruments to gain staff feedback on the quality and utility of instructional materials are needed.

1. Decide which types of media you wish to assess, e.g., films, maps, slides, transparencies, etc. You may wish to assess all materials or you may want to focus on only one segment of your media collection.
2. Determine media characteristics you wish to assess. You may desire to comprehensively assess each item or you may only want to focus on one aspect of the media. For example, you may wish to assess materials for racial or sexual bias. There are several general features that should be considered of all instructional materials. They include: 1) congruence with objectives; 2) technological accuracy; 3) currency; 4) freedom from racial and sexual bias; 5) reading level; and 6) cost. (Example Document 9-3 provides a procedure for calculating readability level.)
3. Select and adapt instruments to meet identified needs. You may use the instruments provided, Example Documents 9-4 through 9-12, in their entirety or you may wish to extract items to meet your special purposes.
4. Duplicate forms. You might wish to use various colors of paper for individual media types.

Task E. Administer Staff Review Instruments.

The completion of media rating forms can be accomplished in several phases.

1. Forms should be given to the staff member responsible for media control and distribution (librarians, media specialists, etc.).
2. For centrally located materials (library, instructional materials center), the media coordinator should give a form to each instructor when materials are requested or checked out. Ask that the forms be completed and returned with the materials.
3. For decentralized materials, distribute forms to appropriate department chairpersons with a memo requesting that they have their instructional staff members complete the forms and return them after using each piece of instructional material. The department chairperson should return completed forms to the person in charge of the media center.
4. At the end of a certain period of time, a semester or year, the team should gather together all forms for each piece of media.
5. You may proceed to Task H, Summarize Collected Information From Staff and Student Forms, or you may wish to complete Tasks F and G first.

Task F. Select, Develop or Adapt a Student Reaction Form.

It is a good idea to obtain an indication from students as to the effectiveness of certain instructional materials. These forms should be very short and simple and should focus on several aspects of the materials. This task and Task G can be conducted concurrently with Tasks D and E.

1. Identify the media that you feel need student reaction: for example, new or seldom used media; materials instructors have questions about; possibly outdated materials; costly media, etc.
2. Determine the type of information you wish to gain from students: Do the students understand the materials? Is the information presented logically? Are illustrations relevant? Is the material motivating? etc.
3. Develop a short rating form (1/2 page) or adapt Example Document 9-13 to meet your needs.

Task G. Administer the Student Reaction Forms.

1. The instructor should use the media as a part of the instructional process. For example, a slide/tape series might be used when teaching about changing flat tires.
2. After the presentation, the instructor should tell students that their reaction to the media is desired. The instructor should tell them why.
3. Then, instruments should be distributed and students should be asked to complete them.
4. Instructors should collect the forms from students and return them to the person in charge of media.
5. An alternative to using student reaction forms involves a debriefing session. That is, after materials have been used, a small group of students can be assembled to answer questions about the media. These questions can relate to intended learning or they can be similar to items on the student reaction form. The instructor should take responsibility for recording responses as well as for preparing a summary report to be given to the person in charge of media.

Task H. Summarize Collected Information from Staff and Student Forms.

The team should be involved in this task in order to assist the person in charge of media. The continuous assessment of new materials and ongoing assessment may become the responsibility of the person in charge of media.

1. Separate completed rating forms, both staff and student, according to the piece of media rated or the particular aspect of the media. (If colored paper is used for different types of media, this task may be simplified.)
2. A composite rating should be obtained for each student and staff instrument for each piece of media.
3. Summarize pertinent comments made by instructional staff and students separately.

Task I. Record and Report Results.

1. Prepare a written summary statement of comments from staff as well as students for each piece of media.
2. Enter the statements from both staff and students on the reverse side of the media catalog file card.
3. Enter the average ratings for both student and staff forms for each piece of media on the reverse side of the media catalog file card. Make sure that the cards have a description of the scale used on the rating form.

4. Prepare a short report identifying voids and strengths of the media collection. The report can also include judgments about the effectiveness of some of the materials.
5. A suggested format for the report includes columns for conclusions, recommendations and suggested improvements. The following are examples:

Conclusions	Recommendations	Suggested Improvements
1. Our health related media appears to be inadequate.	Take action to search for and purchase several additional materials.	a. Appoint a committee to begin a search. b. Request a budget appropriation for health materials.
2. Based on staff and student reaction, the film-strip series on auto maintenance appears to be outdated.	Consider additional materials to replace this outdated film-strip series.	a. Initiate a search for more relevant materials. b. Consider media other than film-strips to meet the instructional need.

Task J. Utilize Results — The Catalog File.

1. The availability of the central catalog file should be widely publicized and its utilization encouraged. Users of the file should be informed of the evaluative ratings and comments on the reverse side of each card.
2. Develop an information sheet on how to use the file. This should be kept near the file.
3. Utilize a portion of an in-service or instructor institute session to acquaint staff members with the catalog file and its use.
4. Continue the evaluation process to update entries and ratings.

Task K. Utilize Results to Improve Decision Making.

1. Distribute copies of the prepared report to key decision makers in the LEA (people who control media budgets).
2. Priorities for acquisitions should be determined. This should be based upon the report and supportive data.
3. Determine resources available for media.
4. Determine which types of materials should be acquired.

Task L. Utilize Results for Selecting New Materials.

This task is a major one if a decision to acquire new materials has been made. Basically, it involves a systematic approach to reviewing and selecting new materials. There is a great deal of overlap in suggested procedures for this task and those outlined in Tasks D, E, F, G, H, and I. Also, many of the same instruments, Example Documents 9-4 through 9-13, are applicable in this task.

1. Determine and specify the need for new materials. Priorities established in Task K or the addition of a new course may be determining factors.
2. Appoint a selection committee to review potential acquisitions. The committee should be made up of persons with expertise in the particular area under consideration, a librarian and/or a media person, an advisory committee member and at least one student.
3. Obtain media publishers' catalogs and order review copies of media to be reviewed. (Example Document 9-14).
4. The selection committee should review and rate each piece of media. This can be done by using student and staff review forms (Example Documents 9-4 through 9-13) as the basis for decision making. In some cases it may be beneficial to develop new forms. (Refer to Task D and Task E.)
5. The committee is encouraged to solicit opinions from other staff and students. (Refer to Task F and Task G.)
6. Tabulate the instrument results and summarize comments. (Refer to Task H.)
7. The selection committee should formulate a recommendation for acquisition of materials.
8. Present the recommendation to the appropriate local administrative officer.

Information Handouts

No.	Page Number
9-1. Assessment of Instructional Materials: A Summary	12
9-2. Criteria for Assessing Instructional Materials	13

Information Handout 9-1

Assessment of Instructional Materials: A Summary

Local district personnel concerned with assessing instructional materials should be asking basic questions regarding this activity. These questions as well as information and ideas that will assist local district personnel in finding answers in this summary.

Instructional materials are tools or aids, either commercially or locally produced, that complement or supplement the instructional process, and help to increase the effectiveness of instruction.

Examples include:

- textbooks
- transparencies
- filmstrips and slides
- films
- programmed instruction guides
- learning activity packages
- charts
- laboratory manuals

I. What are the purposes for evaluating instructional materials?

1. *Identify voids.* Evaluation can aid instructional and media personnel in identifying voids in the current collection owned by the LEA. By having a formal inventory of instructional materials, LEA personnel are in a good position to make decisions that can affect the size and make-up of the media collection.
2. *Identify outdated materials.* Evaluating instructional materials can help to identify outdated or inadequate materials which can lead to replacement or revision of media.
3. *Facilitate use.* Evaluation can help instructional staff members choose and locate existing instructional materials. That is, the inventory should be publicized to all staff so that they know what materials are available and where they can be found.
4. *Determine suitability.* The results of the assessment can be utilized to inform instructors of the strengths and weaknesses, intended audiences and particular levels of instructional materials. Ultimately, the results can be used to improve the efficiency of the instructional program.
5. *Select new materials.* Once the need for certain materials has been identified, aspects of this activity can be used to evaluate alternative or potential instructional materials and to help objectify selection.
6. *Identify improvement needs.* Certain instructional materials may exist within the LEA that are inadequate or deficient but can be improved by media personnel through certain technological or mechanical means.
7. *Improve instruction and learning.* The ultimate purpose is to utilize results to improve instruction and learning. By improving the collection and use of instructional materials, a more effective and efficient instructional program should result.

II. What techniques can be used to evaluate materials?

After considering the following list of methods, it can be concluded that some are more adoptable than others and some can provide information that others cannot. Several methods are suggested in this activity.

1. *Utilization survey.* This involves identifying existing instructional materials and the names of staff members who use the materials. Questionnaires, observations or record keeping procedures are suggested methods of data collection.
2. *Expert team review.* Team members usually examine materials prior to their placement on the market.
3. *LEA committee review.* A textbook selection committee is a good example of an LEA committee review. The committee typically reviews competing products for the purpose of selecting the most appropriate materials.
4. *Measurement of student learning.* This method follows the use of instructional materials. This type of assessment is most effective when used to evaluate the media that totally accounts for a certain phase of instruction, such as an individualized learning activity package.
5. *Student reaction form.* This involves asking students to complete a short form or questionnaire, which will provide reactions about the instructional materials.
6. *Student interview.* This can provide information similar to the questionnaire, but can allow for probing of deeper reactions.

Information Handout 9-2

Criteria for Assessing Instructional Materials

There are several general features that should be considered for all instructional materials. A low rating or a weakness in any feature can outweigh other exemplary characteristics of the materials. Therefore, these features should be considered in any assessment. They include:

1. *Congruence with objectives.* It is essential that materials are compatible with the objectives of a particular instructional unit, course, or program. The media should not dictate objectives.
2. *Technological accuracy.* Regardless of form, instructional materials should reflect real life or on-the-job concepts and skills that will supplement instruction.
3. *Currency.* Instructional materials should also have the feature of general acceptance and should be presented in a current and up-to-date fashion.
4. *Freedom from racial and sexual bias.* It is important that instructional materials have equitable sexual and racial representation. This feature holds for print as well as nonprint media.
5. *Readability level.* The level at which instructional materials are written is a very important consideration, especially when evaluating textbooks and other print media. In order to determine readability level, consider word choice as well as sentence complexity.
6. *Cost.* Finally, cost is an important feature of any instructional materials. Cost should be considered as part of the evaluation for either replacement, revision, or initial selection of media.

In addition to the general features, there are some specific considerations for different types of instructional materials.

- | | |
|---|---|
| 1. textbooks | 2. films and video tapes |
| • sequencing of content | • organization |
| • index | • student appeal |
| • illustrations | • quality of the sound track |
| • appendices | • vocabulary of the narrative |
| • physical size | • quality of photography |
| • cover and binding durability and attractiveness | • length |
| • type and quality of paper | |
| 3. transparencies | 4. filmstrips |
| • complexity of information | • interest holding power |
| • composition or layout | • vocabulary |
| • quality and variation of color | • photographic quality |
| • durability of material | • quality of narrator's voice |
| • ease of use | • overall technical quality of the presentation |
| • size of print | • adequacy of sequencing |

Example Documents

No.	Page Number
9- 1. Occupational Curriculum Materials Abstract	16
9- 2. Resource File Card	17
9- 3. Procedure for Calculation of the Dale and Chall Readability Index	18
9- 4. Textbook Evaluation Form	19-20
9- 5. Slide and Filmstrip Evaluation Form	21
9- 6. Transparency Evaluation Form	22
9- 7. Sound Motion Picture Evaluation Form	23
9- 8. Laboratory Manual and Study Guide Evaluation Form	24
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9-10. Map and Globe Evaluation Form	26
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9-12. Instructional Pictures (Still) Evaluation Form	28
9-13. Student Media Reaction Form	29
9-14. Example Request for Examination Copies of Media	30

OCCUPATIONAL CURRICULUM

MATERIALS ABSTRACT

**TITLE
OF
MATERIALS**

Date developed and/or revised :

**NAME
OF
DEVELOPER(S)**

TYPE OF MATERIALS:

☐ Career Education

☐ Occupational Education

☐ Hardcopy
____ Pages

☐ Paper Bound
____ Pages

☐ Video Tape
____ Minutes
____ B & W
____ Color
____ Size

☐ Film
____ Minutes
____ B & W
____ Color
____ Size

☐ Slides & Film Strips
____ Color
____ B & W
____ Frames
Audio () Yes () No

FOR STUDENT USE: ☐ Regular ☐ Disadvantaged ☐ Handicapped ☐ Other

TARGET LEVEL OF STUDENT: ☐ Pre-K Thru 6 ☐ 7-8 ☐ 9-10 ☐ 11-12 ☐ 13-14 ☐ Adult ☐ Teacher
☐ Teacher-Educator ☐ Administrator ☐ Other

FOR PROFESSIONAL USE: ☐ Teacher Educator (☐ pre-service ☐ in-service) ☐ Classroom Teacher
☐ State Personnel ☐ Local Administrators ☐ Guidance Personnel ☐ Other

IS TRAINING REQUIRED FOR OPTIMUM USE OF THESE MATERIALS? () Yes () No

ARE CONSULTING SERVICES AVAILABLE? () Yes () No

If Yes, Please Fill Out This Section:

By whom:

Other comment:

COPYRIGHT RESTRICTIONS: () Yes () No

Explain _____

PROVISIONS FOR ACQUIRING MATERIALS:

☐ Purchase (Unit cost \$ _____) ☐ Rent (Unit cost \$ _____) ☐ Free ☐ ERIC Number
☐ Other Explain _____

TO ORDER, PLEASE CONTACT:

Example Document 9-2

Resource File Card

(front)

Title _____ Type of Media _____
Publishing Co. _____ Instructional Level _____
Address _____ Location _____
Date _____ Length _____

Content:

(back)

EVALUATION SUMMARY

Rating scale used: Poor Average Excellent
 0 1 2 3 4

<u>Date</u>	<u>Composite Rating</u>		<u>General Comments</u>	
	<u>Staff</u>	<u>Students</u>	<u>Staff</u>	<u>Students</u>

Example Document 9-3

Procedure for Calculation of the Dale and Chall Readability Index

1. Select a 100 word sample from one paragraph.
2. Mark the words of three syllables or more. (Don't count technical terms.)
3. Count the number of three syllable words.
4. Divide the 100 words by the number of sentences in the sample. (This provides an estimate of the average sentence length.)
5. Add this number to the number of three syllable words.
6. Multiply the result of step 5 by .4.
7. The result is a computed grade level for this sample.

TEXTBOOK EVALUATION FORM

Reviewer's Name _____

Review Date _____

Title _____

Author _____

General Criteria

YES NO

Is this material congruent with course or program objectives?

☐ ☐

Is the material technologically accurate?

☐ ☐

Is the material up-to-date?

☐ ☐

Is the material free from racial and sexual bias?

☐ ☐

Is the reading level appropriate to grade level of users?

☐ ☐What is the cost of the material? _____
(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Appraisal of Content and Organization

Poor Average Excellent

Content is arranged sequentially 0 1 2 3 4

Appropriate and well organized topic headings 0 1 2 3 4

Table of contents provides ready reference 0 1 2 3 4

Index is complete 0 1 2 3 4

Index is logically cross referenced 0 1 2 3 4

Text is adequately illustrated 0 1 2 3 4

Illustrations sequentially numbered for quick and easy referral 0 1 2 3 4

Illustrations conveniently placed in relationship to text reference to the illustration 0 1 2 3 4

Charts and tables properly labeled and easy to understand 0 1 2 3 4

Illustrations properly titled and self explanatory 0 1 2 3 4

Occupational information is representative of the field 0 1 2 3 4

Vocabulary correlated to grade level 0 1 2 3 4

Unfamiliar key words appear in vocabulary list or glossary 0 1 2 3 4

Significant technical terms set in italics or boldface 0 1 2 3 4

Unfamiliar technical terms defined and explained 0 1 2 3 4

Contains meaningful and challenging study questions or activities 0 1 2 3 4

Concise and meaningful chapter summaries 0 1 2 3 4

TEXTBOOK EVALUATION FORM (continued)

Appraisal of Content and Organization (continued)

	Poor	Average			Excellent
Useful and pertinent appendices	0	1	2	3	4
Appropriate type size and style for ease of reading	0	1	2	3	4
Student appeal	0	1	2	3	4
Availability of laboratory manual	0	1	2	3	4

Exemplary Considerations

Physical size of book	0	1	2	3	4
Stain resistant cover material	0	1	2	3	4
Sturdy binding	0	1	2	3	4
Quality of paper	0	1	2	3	4
Comparative cost	0	1	2	3	4

Composite Rating _____

Rated Readability

Reading level of text as distinguished by Dale and Chall formula _____

Reading level of students as determined by local testing _____

Evaluation comments:

Recommendations of evaluator:

SLIDE AND FILMSTRIP EVALUATION FORM

Reviewer's Name _____

Review Date _____

Slide series or filmstrip title _____

Topic _____

Unit of study for which this media will be used _____

Number of slides or frames _____

General Criteria

YES NO

Is this material congruent with course or program objectives?

☐ ☐

Is the material technologically accurate?

☐ ☐

Is the material up-to-date?

☐ ☐

Is the material free from racial and sexual bias?

☐ ☐

Is the reading level appropriate to grade level of users?

☐ ☐What is the cost of the material? _____
(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Appraisal of Content and Organization

	Poor	Average			Excellent
Pertinent technical terms are emphasized	0	1	2	3	4
The content is presented in a logical order	0	1	2	3	4
Content gives adequate coverage of the topic	0	1	2	3	4
Accompanying script or audio tape augments the presentation	0	1	2	3	4
The photos and illustrations portray modern technology	0	1	2	3	4
The content is up-to-date	0	1	2	3	4
The presentation stimulates student questions and discussion	0	1	2	3	4
The method of presentation has student appeal	0	1	2	3	4
The vocabulary and concepts are appropriate for grade level	0	1	2	3	4
Captions are meaningful and easy to read	0	1	2	3	4
Cost is commensurate with the educational value	0	1	2	3	4
Cost is commensurate with comparable media available	0	1	2	3	4

Composite Rating _____

Evaluation comments:

Recommendations of evaluator:

TRANSPARENCY EVALUATION FORM

Reviewer's Name _____

Review Date _____

Title _____

Producer _____

Type: Thermo Fax _____

Diaz _____

Acetate _____

Other _____

Characteristics:

Color (1) _____ (2) _____ (3) _____

Overlays (1) _____ (2) _____ (3) _____

Mounted Yes _____ No _____ Type of _____

Moveable Parts Yes _____ No _____

General Criteria

Is this material congruent with course or program objectives?

YES ☐ NO ☐

Is the material technologically accurate?

☐ ☐

Is the material up-to-date?

☐ ☐

Is the material free from racial and sexual bias?

☐ ☐

Is the reading level appropriate to grade level of users?

☐ ☐

What is the cost of the materials? _____

(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Technical Quality

	Poor	Average		Excellent	
Quality of color	0	1	2	3	4
Reproduction on screen	0	1	2	3	4
Composition	0	1	2	3	4
Content	0	1	2	3	4
Legibility	0	1	2	3	4
Effectiveness	0	1	2	3	4

Composite Rating _____

Evaluation comments:

SOUND MOTION PICTURE EVALUATION FORM

Reviewer's Name _____

Review Date _____

Film Title _____ Producer _____

Film Topic _____

Unit of study with which the film will be used _____

Showing time _____ Color _____ Black and white _____

General Criteria

	YES	NO
Is this material congruent with course or program objectives?	☐	☐
Is the material technologically accurate?	☐	☐
Is the material up-to-date?	☐	☐
Is the material free from racial and sexual bias?	☐	☐
Is the reading level appropriate to grade level of users?	☐	☐
What is the cost of the material? _____ (Purchase or Rent)	(A NO on any of the above five questions may disqualify this material.)	

Appraisal of Content and Organization

	Poor	Average			Excellent
The film is organized and presented in a logical sequence	0	1	2	3	4
Duration of the film is appropriate for the content covered	0	1	2	3	4
The film has student appeal	0	1	2	3	4
The sound track narrative has continuity and stresses the important aspects of the film content	0	1	2	3	4
The content is up-to-date	0	1	2	3	4
The film presents an accurate and realistic portrayal of the world of work	0	1	2	3	4
The vocabulary and concepts are appropriate for the grade level	0	1	2	3	4
The film does not over-emphasize advertising or commercial interests . . .	0	1	2	3	4
The film stimulates student questions and discussion	0	1	2	3	4
The process shown in the film utilizes sound educational practices	0	1	2	3	4
The quality of photography is appropriate	0	1	2	3	4
The cost is commensurate with comparable films	0	1	2	3	4
The film presents an added dimension to the class	0	1	2	3	4
The film ends with a summary	0	1	2	3	4

Composite Rating _____

Evaluation comments:

Recommendations of evaluator:

LABORATORY MANUAL AND STUDY GUIDE EVALUATION FORM

Reviewer's Name _____

Review Date _____

Title _____ Companion Textbook _____

Author _____ Publisher _____

General Criteria

	YES	NO
Is this material congruent with course or program objectives?	☐	☐
Is the material technologically accurate?	☐	☐
Is the material up-to-date?	☐	☐
Is the material free from racial and sexual bias?	☐	☐
Is the reading level appropriate to grade level of users?	☐	☐

What is the cost of the material? _____
(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Appraisal of Content and Organization

	Poor	Average			Excellent
The manual correlates with the textbook	0	1	2	3	4
The laboratory manual reinforces the course content	0	1	2	3	4
The activities are varied and stimulating for the students	0	1	2	3	4
The format of the manual provides ease for teacher evaluation	0	1	2	3	4
The manual has specific instructions allowing independent study	0	1	2	3	4

Composite Rating _____

Evaluation comments:

Recommendations of evaluator:

PROGRAMMED INSTRUCTIONAL MATERIALS EVALUATION FORM

Reviewer's Name _____

Review Date _____

Title _____

Source _____

Date of Publication _____ Programming: _____ Adjunct: _____ Branching _____ Linear _____

Medium (Check all applicable blanks.)

____ Recorded Instruction ____ Teaching Machine ____ Simulator ____ Computer Keyed ____ Slides

____ 8mm Single Concept ____ Programmed Text ____ Filmstrip ____ Printed Matter ____ Record

____ Television ____ Book ____ Tape ____ Film

General Criteria

YES NO

Is this material congruent with course or program objectives?

☐ ☐

Is the material technologically accurate?

☐ ☐

Is the material up-to-date?

☐ ☐

Is the material free from racial and sexual bias?

☐ ☐

Is the reading level appropriate to grade level of users?

☐ ☐

What is the cost of the materials? _____

(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Appraisal of Content and Organization

	Poor	Average			Excellent
Clarity of instructions to learner	0	1	2	3	4
Sequence of information	0	1	2	3	4
Step size of information	0	1	2	3	4
Continuous involvement of learner	0	1	2	3	4
Allows response from learner	0	1	2	3	4
Provides for help from instructor	0	1	2	3	4
Material can be easily pretested	0	1	2	3	4
Material is relevant to subject	0	1	2	3	4
Program sets desired goal for learner	0	1	2	3	4
Repetition of material	0	1	2	3	4
Availability of cues	0	1	2	3	4

Technical Quality

Printing	0	1	2	3	4
Photography	0	1	2	3	4
Sound	0	1	2	3	4
Hardware	0	1	2	3	4

Composite Rating _____

Evaluation comments:

MAP AND GLOBE EVALUATION FORM

Reviewer's Name _____

Review Date _____

Title _____

Cartographer or Producer _____

Copyright Date _____ Purchase Source _____

General Criteria

YES NO

Is this material congruent with course or program objectives?

☐ ☐

Is the material technologically accurate?

☐ ☐

Is the material up-to-date?

☐ ☐

Is the material free from racial and sexual bias?

☐ ☐

Is the reading level appropriate to grade level of users?

☐ ☐

What is the cost of the material? _____
(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Special Criteria

Single _____ Set _____ Series _____

Coloring: Contour _____ Merging _____ Other _____

Type: Physical _____ Political _____ Relief _____

Outline _____ Pictorial _____ Products _____

Other _____

Projection: Geometric _____ World _____ Conic _____

Measures: Horizon _____ Meridian _____ Time Dial _____

YES NO

Legend

☐ ☐

Overlays

☐ ☐

Mount

☐ ☐

Accurate Data

☐ ☐

Color Symbolism: Excellent ☐ Good ☐ Fair ☐ Poor ☐

Subject Use:

Grade Level:

Special Features:

General Comments:

CHART AND GRAPH EVALUATION FORM

Reviewer's Name _____

Review Date _____

Type of material (bar graph, flow chart, etc.) _____

Title (or brief description) _____

Size _____ Materials used (paper, etc.) _____

Black and white or color _____ Movable parts _____

General Criteria

Is this material congruent with course or program objectives?

YES NO

☐ ☐

Is the material technologically accurate?

☐ ☐

Is the material up-to-date?

☐ ☐

Is the material free from racial and sexual bias?

☐ ☐

Is the reading level appropriate to grade level of users?

☐ ☐

What is the cost of the material? _____
(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Technical Quality

	Poor	Average			Excellent
Suitability of information for its purpose	0	1	2	3	4
Freedom from unnecessary detail	0	1	2	3	4
Conformity of symbols	0	1	2	3	4
Legibility of main features at classroom distance	0	1	2	3	
General attractiveness	0	1	2	3	4
Power of chart or graph to stimulate interest	0	1	2	3	4
Convenience for use	0	1	2	3	4

Evaluation comments:

Example Document 9-12

INSTRUCTIONAL PICTURES (STILL) EVALUATION FORM

Reviewer's Name _____

Review Date _____

Title _____

Producer _____

Number in Set _____ Mounted _____ Unmounted _____

Type of Mounting _____ Commercially Produced _____ Locally Produced _____

Color _____ Black and White _____ Size _____

General Criteria

	YES	NO
Is this material congruent with course or program objectives?	☐	☐
Is the material technologically accurate?	☐	☐
Is the material up-to-date?	☐	☐
Is the material free from racial and sexual bias?	☐	☐
Is the reading level appropriate to grade level of users?	☐	☐

What is the cost of the material? _____
(Purchase or Rent)

(A NO on any of the above five questions may disqualify this material.)

Technical Information

	Poor	Average			Excellent
Composition	0	1	2	3	4
Shading (lights, darks)	0	1	2	3	4
Clarity of detail	0	1	2	3	4
Color of reproduction	0	1	2	3	4
Contrast	0	1	2	3	4
Dominant key idea	0	1	2	3	4
Condition of picture	0	1	2	3	4
Authenticity	0	1	2	3	4
Suitability to teaching	0	1	2	3	4
Coverage of subject matter: weaknesses	0	1	2	3	4
Coverage of subject matter: strengths	0	1	2	3	4
Appropriateness of materials	0	1	2	3	4
Coverage of objectives	0	1	2	3	4
Contribution to the subject area	0	1	2	3	4
Overall impression	0	1	2	3	4
Do you recommend purchase	0	1	2	3	4

Composite Rating _____

List some follow-up activities:

Evaluation comments:

STUDENT MEDIA REACTION FORM

Date: _____

Class: _____

Type of Material: _____

Topic of Material: _____

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Do you understand the materials? | ☐ | ☐ |
| 2. Is the information presented logically? | ☐ | ☐ |
| 3. Did you learn more about the topic with this form of instruction (filmstrip/tape, transparency, etc.)? | ☐ | ☐ |
| 4. Did you understand the illustrations? | ☐ | ☐ |
| 5. Were you interested in the materials? | ☐ | ☐ |
| 6. Do you think the material is outdated? | ☐ | ☐ |
| 7. Would you like to have more instruction with this kind of material? | ☐ | ☐ |
| 8. Rate this form of instructional material by circling the number that best describes your opinion: | | |

Poor	Fair	Average	Good	Excellent
0	1	2	3	4

EXAMPLE REQUEST FOR EXAMINATION COPIES OF MEDIA

(LEA Letterhead)

The John Doe Publishing Company
111 Book Street
Northland, Illinois 21211

Dear Sir:

The Southland Independent School District is in the process of selecting new textbooks in the area of foods and nutrition for the next school year. More specifically, we are concerned with selecting a book for second year students consisting of high school juniors and seniors.

We would appreciate having your company provide our committee with examination copies of any books which you think would be appropriate for the class.

We will return the books as soon as our committee has completed the evaluation.

Sincerely,



**Illinois
State Board of
Education**

100 North First Street
Springfield, Illinois 62777

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education